



Greenvale Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Greenvale Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- Sept 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dan Bowden
Pupil premium lead	Tracey Whiting
Governor / Trustee lead	Louise Macaulay Sutherland Steve Homewood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,135
Recovery premium funding allocation this academic year	None for this year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,135 (19 x £1385) (2 x £2410)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Children within this group can underachieve due to a range of factors that impact upon their learning and progress. At Greenvale, we use our PPG funding to provide our children with a range of support and interventions to ensure that children are happy, safe, well and that they are given every opportunity to achieve, not only academically, but in their social and emotional development.

Our current plan provides our pupils with:

- Access to social and emotional support through the school counsellor.
- Specific interventions that help to narrow the gap in academic achievement.
- The opportunity to attend extra-curricular activities, including school trips, residentials, Forest School sessions and The ARC Animal Centre on site.
- Access to school equipment, including books on the 10 before 10 lists (our whole school reading initiative) and stationery.
- Support to purchase school uniform.

Through this support, we aim to provide every pupil with a positive experience so that they are able to achieve our school vision of '*succeeding together by loving what we do*'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Access to high quality Reading materials. Observations and lesson drop ins have highlighted that PPG pupils do not always have access to high-quality class reader / 10 before 10 texts. As a result, reading progress can fall behind pupils who are not disadvantaged.
2	Pupils within this group are generally working below expectations which has been further exacerbated by COVID-19. These children require additional interventions in order to narrow the gap between themselves and their peers.
3	Disadvantaged pupils are often unable to contribute towards school visits and trips which enhance our curriculum offer. Funding is required to cover the cost of any shortfall from voluntary donations.
4	Observations from teachers and discussions with parents and children have highlighted a need for a school counsellor to support children and families with their mental wellbeing, confidence and general self-esteem. Since taking on the counsellor, she has had a full timetable with a waiting list and provides staff and school community with advice on an ad hoc basis.
5	Disadvantaged pupils are not always suitably equipped to attend school. This includes pupils having the correct school uniform and adequate stationery.
6	The war in Ukraine has meant that the school now have pupils from Ukraine with limited English who, without support, would struggle to access the curriculum.
7	Many of the children who fall under the category of PPG have limited life experience. We wish to ensure that our curriculum provides all children with experiences to learn both inside the classroom and beyond, including our Forest School.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved rates of progress / outcomes for disadvantaged pupils in reading.	As a result of funding, the school has enough resources for PPG children to have their own copy of key class texts. This includes class readers and books from their 10 before 10 list.
To narrow gaps in attainment for children working below expectations. The support in place narrows the gap.	Due to the quality of intervention, children make accelerated progress. All pupils in receipt of targeted support make at least expected rates of progress.
To achieve and sustain improved wellbeing for pupils at Greenvale.	Parent and pupil surveys continue to indicate that children are safe and well-cared for at Greenvale. PPG Pupil conferences indicate that children feel happy and well-supported at Greenvale.
To ensure all pupils have access to extra-curricular trips and visits.	All children are able to attend extra-curricular activities, trips and residential visits. This includes access to Teacher-led clubs, The ARC and Forest school.
All children are suitably equipped for the school day.	Children are offered a Greenvale jumper and a filled pencil case at the start of each academic year. The school is able to accommodate families on an ad-hoc basis.
Children from Ukraine have access to support and resources in order to access the curriculum.	Children develop their understanding of English and are active participants during lessons.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Challenge number(s) addressed	Activity	Evidence that supports this approach
1	3 x Class reader / 10 before 10 Books are purchased for each class. Having access to books means that children are able to engage fully with the class texts and 10 before 10 scheme.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>This report specifically makes reference to the limited access of books within the disadvantaged group. Comprehension tasks around class reader texts are provided daily.</p>
1	<p>The school have recently adopted a new approach towards the teaching of Reading and Writing. This is specifically to improve attitudes of boys within these subjects.</p> <p>This is part of a 2-year project to improve outcomes for boys in writing.</p> <p>15/21 are boys (as of 12/22) We believe this approach will improve boys' ideas and composition.</p>	<p>Typically, schools have found that children initially double their rate of progress and, where the approach has been applied systematically across a setting, many schools have moved from dire results to outstanding success. Schools already performing well have not only increased attainment, but also enjoyment and engagement.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,550

Challenge number(s) addressed	Activity	Evidence that supports this approach
2	Specific intervention is provided twice a week to support key underperforming groups by an experienced adult within core subject areas.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning</p>

	<p>This is targeted following a review of termly assessment data and through regular discussion with class teachers.</p>	<p>-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>
2	<p>Where access to technology is an issue, PPG pupils are provided with a Chromebook for use both in school and at home. This will support learning at home. For example, access to TTRS / Google Classroom to complete homework. Homeprotect is installed on devices to keep children safe.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10000

Challenge number(s) addressed	Activity	Evidence that supports this approach
3	The school covers the cost / subsidises the cost of extra-curricular activities to allow disadvantaged children to attend.	<p>https://www.bbc.co.uk/news/health-50466061</p> <p>A study carried out by the WHO indicates that four in five 11-17 year olds are not exercising enough. We believe that it is important to promote this in school by involving children in extra-curricular activities This will include After-school clubs.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>
4	Pupils are to have access to a counsellor 1 day per week. This is available for all pupils, however PPG pupils are prioritised for this support.	<p>https://impact.chartered.college/article/promoting-positive-mental-health-wellbeing-primary-schools/</p> <p>Children with higher levels of wellbeing do generally appear to achieve better academically (Gutman and Vorhaus, 2012)</p>
5	Pupils are provided with a Greenvale jumper and a pencil case at the beginning of each year.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>
7	Pupils in Year 1 attend Forest school for one afternoon per week. The sessions are led by a Forest school trained teacher who works alongside volunteers to provide sessions.	<p>https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf</p>

Total budgeted cost: £ 31,550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

As of September 2022, the school has seen a significant increase in the number of children eligible for the pupil premium. This group is monitored separately and time is given to review the individual support in place for this group and the impact that this is having on outcomes.

End of Key Stage Data and National Assessments

In the Early Years Foundation Stage, two thirds of eligible pupils (3) achieved a GLD.

Of the four children eligible in Year 1, all achieved the phonics pass rate, with a group average of 36/40.

At Key Stage 1, one pupil was assessed at working below expectations in each area. It is felt that this individual is not far from national expectations and will continue to receive a programme of intervention to improve his outcomes.

There were no pupils eligible for the Pupil Premium in our Year 6 cohort.

Internal Data for the 21-22 Academic Year

Internal data is regularly reviewed by the school's data lead on a termly basis. The group of children eligible for the Pupil Premium Grant are reviewed separately and careful consideration is given to the progress that this group makes in relation to their peers.

The data considered for this report has considers children who are eligible for the grant at the beginning of the 22-23 academic year (21 pupils), whether they were in receipt of PPG funding during the 21-22 academic year or not. It is important for the school has an up to date and accurate picture of where this group of children are currently working in line with national expectations. Whilst this group includes children who have specific SEN needs as well as children who have recently joined us from abroad, these pupils have been removed from the data. The data set below relates to 13 pupils in total with each pupil representing 8%.

Reading - Currently, 62% of children are working at IL or above within this area. A large number of pupils are in receipt of additional 1:1 reading support. All pupils are also provided with copies of the 10 before 10 books and class readers (KS2).

Writing - Currently, 38% of this group are working in line with national expectations. Whilst this figure is low, three of these pupils have been identified as only working slightly below expectations and are predicted to be working in line by the end of the year which would take this to 62%. Three pupils (without any specific SEN) have been identified and are of specific focus during this academic year. This is also included as part of our 'Succeeding' section of our School Improvement Plan.

Maths - 46% of pupils are currently working in line or above expectations in maths. Three children have been identified as working just below expectations and are predicted to be in line with national expectations by the end of the year, taking this figure to 70%.

In addition to academic outcomes, the funding has also been used to support pupil wellbeing. Moreover, sixteen children have benefitted from counselling sessions over the past academic year.

Funding has also been used to provide specific teaching sessions within our Forest School and has also paid for class visits to The ARC (<https://www.the-arc-centre.co.uk/>).

The funding also helped to pay for:

- Whole class texts, stationery and one set of uniform provided to families to ensure the children had the equipment they needed in school.
- 2 x ARC sessions per class
- Early morning maths sessions for Year 5 and Year 6 (Twice weekly)
- Yr 6 class intervention - Tuesday afternoons (led by the class teacher)
- Additional 1:1 support provided for children with SEND
- 1:2 maths support sessions for Yr 6 run by DB.
- Listening and attention group in EYFS/Yr 1
- Supported breakfast club and after school sessions
- Free after school teacher led clubs.

Further information (optional)

PPG Information Leaflet produced and shared with parents, along with regular reminders on the school newsletters and weekly communication to inform parents of the support they can receive if eligible.